DOCUMENT RESUME

ED 070 945 AC 014 112

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TITLE A Plan for the Development of a 4-H Bicycle Project Group in a County.
PUB DATE 72
NOTE 42p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Adult Leaders; Community Leaders; Guides; Instructional Materials; *Leadership Qualities; *Leadership Training; Nonprofessional Personnel; Participant Characteristics; Rural Youth; *Training Techniques; Volunteers; Youth Clubs; *Youth Leaders
IDENTIFIERS *Bicycle Program

ABSTRACT

This guide to leadership development for 4-H bicycle project groups was prepared by four extension agents. The guide provides discussions of the following topics: leader identification; selection of leaders process; orientation of selected leaders; training of leaders; utilization of leaders; recognition of leaders' accomplishments; and evaluation of leaders. Outlines for three leader training meetings are provided, as are a bibliography, educational materials for use in two units of the Bicycle Project, a bicycle record sheet, a bicycle inspection and adjustment record, and a riding skill test. (DB)

ED 070945

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A PLAN FOR THE DEVELOPMENT OF A 4-H BICYCLE PROJECT GROUP IN A COUNTY

Agricultural Extension 5120

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Winter Quarter

1972

AC014112.

A. Introduction

This guide for the leadership development of bicycle project groups, was prepared for partial requirements of the Leadership Development Course 5120, during Winter Quarter, 1972, under the guidance of Dr. Cecil Carter.

Four extension agents employed to do full-time 4-H club work in Hamilton, McMinn, Polk and Rutherford county worked as a team to prepare this guide.

Bicycle riding is one of the most popular activities for people of all ages everywhere. In many foreign countries the bicycle is a primary means of transportation. This situation exists in many sections of the United States, especially among boys and girls from 5 to 16 years of age. An estimated 90% of all children in this country ride bicycles. It is logical and highly desirable, therefore, that a 4-H bicycle project group be developed.

The bicycle project is available on the National level and is optional for inclusion on the county level. In 1972, there will be District and State recognition in this area. Objectives have been set up on the National Level and have been deemed as the objectives of this group for the preparation of a guide for the leadership development in bicycle project groups on a community basis. The purpose is to encourage 4-H members to achieve the following:

1. To develop leadership and work toward achieveing the broad objectives of character and effective citizenship.
2. To create an awareness of the many recreational and health application afforded by cycling.
3. To understand the rules of the road and ordinances of the community pertaining to bicycles and bicycle driving and the importance of obeying these laws.

4. To develop a clear knowledge of bicycle safety and attitudes leading to proper bicycle behavior.
5. To learn elementary care and maintenance of the bicycle and how to select a bicycle that best fits the size and needs of the driver.
6. To demonstrate driving skills needed to adequately and effectively use the bicycle.
7. To provide opportunities for community service and an outlet for junior and teen leaders to actively support such efforts.
8. To develop an awareness of vocational opportunities and careers that are association with the bicycle. (10:1).

It is hoped that this guide may be used in any county in Tennessee desiring to establish bicycle project groups on a community basis, employing the use of adult, teen and voluntary leaders. With this thought in mind, a hypothetical situation was created that could represent an average county in the State of Tennessee, starting from the ground up in establishing leadership for bicycle project groups.

B. Situation

Blank County has an enrollment of 200 4-H ers in the county bicycle project as indicated by checking bicycles on the enrollment card. The 4-H agents felt that this was a large enough enrollment to justify a County Bicycle Project Group so they approached the County Leaders Organization and the leaders felt like they should go to work immediately to establish a County Bicycle Project Group. The leaders and agents agreed that twenty-five Bicycle Project Leaders would be needed to carry out a county bicycle program.

The 4-H agents and Leaders Organization in Blank County have as their goal to get the very best leaders available in the county to head up and carry out the bicycle project. The agents and leaders realize that they must be able to identify leadership abilities in

the people in the county, and be skilled in ways of selecting these people as leaders if they are to have a successful bicycle project. With this in mind, they go to the literature to seek out ideals that will help them in identifying and selecting 4-H leaders for the bicycle project. The agents and committee combine the information obtained from the literature with their knowledge of the county to come up with the following guides for identifying and selecting leaders:

C. Identifying

Dolan defines leader identification as "the process of determining who existing and potential leaders are and where they are to be found" (1, 4). Let us look at the two types of leaders mentioned in his definition the existing and potential leaders.

An inventory should be made of the present leaders in the county. A list of active leaders should be developed and maintained. This list should be revised continually. Then by examining the list one could determine who the present leaders are and where they are located in the county.

The present leadership could be categorized by clubs to determine the availability and type of leadership in each club. Also general county or supporting leaders could be determined and their location in the county noted.

Basically, identification of present leaders would involve "(1) maintaining current leader files on: sponsoring committees, adult

community leaders, project leaders, special interest leaders, and junior leaders; (2) determining the leader positions filled and vacated, (3) determining the type of leader needed; and (4) examining each club and the county as a whole (1:5). Such an operation will open the door to new possiblities and may point to avenues leading to potential leadership for the Bicycle project as well as all other projects.

The second stage of Dolan's leader identification is identification of potential leadership. Sources of potential leadership should be pinpointed. The agent should work with existing leaders to determine possible sources of leaders which are virtually untapped but are willing and able to volunteer their services to the bicycle project. Such sources as owners and employees of retail outlets for bikes, operator of bicycle repair shop, and people known to be interested in bicycle. The Civitan Clubs have as their state project the sponsoring of bicycle riding contest. Therefore, officers and members of the Civitan Club would be a possible source of leaders. The Tennessee Department of Safety has people available on a regional basis to help in bicycle safety. Many local and state police would have valuable information in bike safety and possible other areas of bicycling. The agent, with help of existing leaders should then single out these sources and feel them out. In trying to identify potential leaders, the agent and existing leaders should guard against naming the same people over and over and should study the community's social structure and come up with sources of leadership in the community (1, 8, 6).

Regardless of the approach one uses in identifying potential leaders as much as possible should be known about the qualities and skills of potential leaders. This information should be recorded.

The agent and leader committee should come to an understanding as to the type of leader they need for the bicycle project. Any specific qualities the bicycle leader should possess such as knowledge of bike repair knowledge of safety rules, skills in bike riding, and etc. needs to be discussed by the group. The agent and leaders need to determine where such knowledge will be necessary before a person will be considered as a potential leader or whether a willingness to learn these things will be sufficient.

Studies of special qualities necessary for lay leadership have been made. The following is the results of a study made by Brunner and his associates. They are qualities needed for leadership (2:320).

1. Empathy (the ability to put oneself in another's shoes).
2. Consideration of others.
3. Enthusiasm
4. Expressiveness
5. Originality
6. Emotional stability
7. A desire to assume a leadership role
8. Knowledge
9. Intelligence
10. Self-confidence
11. Ability to delegate tasks
12. Competing in the area.

Brunner feels that the key qualification is competency. He says "Leadership is specific to particular situation and is a function of the situation." This relates to the matter of competence. It emphasizes that there are few generalized leaders but many recognized by their peers as superior in some one area of interest (2:320).

Joseph McAnuliffe has prepared a list of qualities to look for in selecting 4-H leaders (2:320).

1. Is respected and thought of as successful in the community.
2. Is liked by children.
3. Likes children and can happily be alone with them.
4. If strong in previous points, need not be very community minded.
5. Can be timid or shy with adults but not timid with children.
6. Although very interested in some aspect of 4-H program, is more interested in boys and girls.
7. Believes that he or she has time to do the job.
8. Is a mature individual.
9. Has education or intelligence at least average for community.
10. Does not feel that he already knows how to be a 4-H leader.
11. Does not need to be a joiner.
12. Is willing and able to leave the neighborhood occasionally for training meetings on community or county level.
13. Has some self-insight and is somewhat aware of own strength and weaknesses.
14. Can work with adults to the extent of cooperating with parents, other leaders, and Extension workers.

Extension Service AA954 U.S. Department of Agriculture gives the profile of a 4-H leader. This is information compiled from a study of

277 adult 4-H leaders in 42 states (3,: 1).

Two-thirds of the 4-H leaders on the job are between age 36 and 55. Three-fourths have from two to five children and 10 percent have six or more children. 4-H leaders come from larger than average families - 39 percent had four or more brothers and sisters and 70 percent had two or more. 4-H leaders have lived in one place much longer than the average, 81 percent have not moved in past 5 years.

Nearly half (48.5%) of these leaders were never 4-H members. If they were members, they had stayed in 4-H longer than the average. 34% had 4 or more years 4-H experience.

Volunteers spend from 6 to 40 hours per month on their work as a 4-H leader. They averaged 15 hours per month. More than 86% of these leaders had graduated from high school. One out of each five was a college graduate. More than half the women leaders and wives of men leaders worked outside the home. Of these, about 25 percent worked full time and 20 percent part time.

The data from these studies are given in hopes that they will give some guidelines for identifying leaders for the bicycle project. The leader in the bicycle project must possess some knowledge of the bicycle or be willing to learn these things but there are many other qualities of leadership that he would need to possess. These studies point out some of these qualities.

The agent and leaders need to realize that identification of leaders for the bicycle project will be a continuous process. It is not a do once and forget thing.

C. Selection

Selection process is "The process by which leaders are selected such as by appointment, group selection, or self-appointment" (1,: 7). There are three ways leaders come to occupy leadership positions: those who volunteer their services without being asked by others, those selected by 4-H club groups, and those who are asked by others. By and large, most of the organizational, project, and special interest leaders are asked by others to accept leader positions.

Shelton and Clark's research show that the most effective method of appointment of 4-H leaders is by a local committee consisting of parent, club members and Extension Agent (2, : 322).

When we were discussing identification or leaders, we stated the agent and leader committee should know as much as possible about the potential leaders. The group should have as complete a knowledge as possible of the potential leader's personality, background, occupational interests, and social participation. Social participation is important because the bicycle leader will need sufficient free time to work with the project group, at least 3 hours per week. If the person is too busy with other activities to devote this time to the boys and girls he will not make a good leader.

The agent and leaders should create an awareness of the 4-H bicycle project in their potential leaders and create and interest among these potential leaders in leadership. This can be done by developing a dynamic on-goint program through letters, news articles, and etc. that explains the bicycle project and how the project group routings will be conducted. An introductory interview should be held with the pro-

spective leaders. The interviewer should briefly discuss the bicycle project and relate the importance of the leader's job. The potential leader should be told approximately how much time would be involved and any question he might have should be answered. The rewards that the person would receive as a leader in the 4-H bicycle project should be pointed out to him. Such things as new experiences, needed exercise, rides in the open country, and satisfaction could be brought to his attention.

The person making the contact should allow sufficient time for the prospective leader to decide whether to become involved or not. During this time those making the selection should determine when to accept him or not. If the desirable potential leader decides to help with the project, the agent and leaders should welcome him into the leader organization. Since the agents in blank county have followed the suggestions given above, they now have the twenty-five leaders needed for their bicycle project group.

D. Orientation

The orientation session was held for the twenty-five adults and teen leaders in order to acquaint them with the expectations and specific jobs they would be expected to carry out in the bicycle project (2:9). The following expectations were discussed:

1. The objectives of the bicycle project was explained. (listed in introduction).
2. To provide activities for the 200 boys and girls enrolled in the project.
3. The desire to have 12 community bicycle project groups.

4. To have at least two leaders per project group.

5. To have meetings either at leaders home, some at the community location, or bicycle retail outlets.

6. Activities in the project would include safety, repair, inspection, riding, games, contest, record keeping.

7. The desire to have at least 10 weekly meetings during March, April, May.

8. To end project meetings with a bicycle riding skill contest.

Specific jobs that would be expected of the leaders were then discussed (2:9-10).

1. Be present at each meeting and conduct or assist all phases of the meeting.

2. Cousel with and help members plan for each meeting.

3. Encourage and check on members in order to get them to complete the project.

4. Check members project records at meeting or at members home.

5. Call or visit members parents in order to be sure that they know why it is important to have their support and what the 4-Her can accomplish in the project.

6. Encourage each member of the project group to participate in all bicycle activities.

7. Attend and participate in all bicycle project leader meetings.

8. Let teen leaders have responsibilities within the project group.

9. Be responsible for presentation of bicycle subject matter at each meeting or arrange for someone else to do so.

10. Keep in touch with Extension Agent on matters such as activities, publicize, progress of members.

The date and time was then set for the training meetings. The training meetings would include all leaders at which goals would be set and methods decided on how to obtain those goals.

E. Training

Project groups exist because they have objectives, ends or goals to obtain. In order for the group to obtain their goals, they must be derstood, and effective means or techniques must be employed to obtain the goals. (10:47).

The leaders training meetings were planned in such a manner as to give the leaders expected goals that their group should meet as well as techniques they could use in obtaining their goals. Three meetings were planned and carried out on three separate nights before the project groups began meeting in late March. Several general goals were discussed at the first meeting.

1. The project groups would end the last of May with a county wide riding contest.
2. The number of meetings that would be held would be decided by the leaders and group members. (However, they must consider the goals to be obtained before the contest in determining the number of meetings they need to hold).
3. Location of meetings in the community would be determined by project leaders.
4. The techniques discussed during the training meetings can be changed by the project leaders if a better technique can be found.
5. It is recommended that members bring their bicycles to the project meetings so they can make adjustment, ride and use as a part of the meetings.

The following outlines are for the three training meetings, giving goals and techniques that leaders could use in conducting their meetings ( ).

First Leader Training Meeting

Instructor: Extension Agents

Month	Goal	Technique
March	Members should know how or be able to:	
	(1) get acquainted with each other	(1) Allow each member to describe his bicycle and to relate an experience he has had with it.
	(2) explain objectives of program	
	(3) point out future subjects skills, planned activities	(2) Stress learning by doing and fun on wheels approach.
	(4) discuss three main types of bicycles and uses of each	(3) Give each member a copy of bicycle literature (Unit I-5&6 grade, Unit II-7-8 grade, see attached copies)
	(5) discuss the history of the bicycle and how they are employed in other lands	(4) Bring three bicycles or meet at bicycle retail store. Show and tell members the parts and uses.
	(6) Game or activity	(5) Let teen leader read other material besides available units and discuss with members.
		(6) Motion picture, riding exercise or game

Second Leader Training Meeting

Instructors: Extension Agents
Bicycle Retailer

Month	Goal	Technique
April	Members should know or be able to: (1) identify parts of a bicycle (2) how to make adjustments on bicycle (3) how to lubricate their bicycle (4) tell why it is important to know the serial number of their bicycle (5) Why proper tire inflation is important (6) the importance of proper fit of seat and handbars. (7) activity	(1) Let members fill in blanks giving name of parts (2) Demonstrate to member on how to make adjustments and then supervise while they do the same. (3) Demonstrate how to lubricate and supervise them as they do the same. (4) Allow them to copy the serial number off of their bicycle and record on their project record. (5) Demonstrate how to properly inflate bicycle tires. (6) Demonstrate how to check for proper fit of seat and handlebars and let members follow through on their bicycles and make required corrections. (7) Trip to local bicycle shop, riding activity, games

Third Leader Training Meeting

Instructors: Extension Agents
Local Policemen
Highway Patrolmen
Civitan Club Members

Month	Goal	Technique
May	Members should know how to be able to: (1) bicycle safety (2) safeguarding bicycle (3) keep bicycle clean and neat (4) ride bicycle safely (5) maintain project records	(1) discuss states traffic laws as they apply to bicycle riding and highway safety. Have members demonstrate hand signals and identify six basic safety signs, may want to make sample signs. (2) Demonstrate use of a strong chain and lock. (3) Furnish water and cleaning materials and supervise members as they clean bicycle. (4) Bicycle Riding Skill Contest. Discuss contest rules, riding courses, and available awards. Let teen leaders demonstrate and supervise members as they practice (see enclosed information about contest). (5) Explain project record, discuss why it is important to keep records (see enclosed record sheet)

F. Utilization

It would appear that over the years stronger priorities have been placed on identifying, recruiting, selecting, and training phases of project leadership development. We must all agree that we certainly must have leaders before we even think of using them. However, we in Extension, have too often paid too little attention to using our project leaders effectively after we have them committed and trained.

We recognize the fact that if we are going to keep our youth involved in the 4-H program, we must keep them involved in the things they are interested in. We have to keep them busy. We are constantly striving to reach larger numbers of 4-H members and potential members, and without involving larger numbers of project leaders our efforts can only too soon become limited (3). On the other hand, when project leaders are utilized effectively our efforts are limitless.

It stands to reason, since bicycle project leaders are people and in many cases are also older 4-H members, that if we keep our bicycle project leaders we must also keep them involved--keep them busy--keep them doing something--keep them interested. Dolan and Smith (2) list the following factors of importance in the utilization phase: 1) Opportunity for Performance; 2) Leader Performance Areas; 3) Continued Guidance; 4) Motivational Techniques to Keep Leaders Working.

One conclusion from a study by Lambert (5) indicates that "Project leaders felt qualified to perform and felt they should perform more tasks than they actually performed." This would indicate that at least some project leaders are willing to act if only given the opportunity to perform.

Dolán and Smith (2) suggest that leader performance areas might include planning, executing, and evaluating as these are major performance areas of the total Extension program. Executing a program to most of us in Extension circles simply means teaching and we could certainly get a lot of "milage" out of project leaders in at least this one area. One recognized leadership principle of successful 4-H Club work (4: Tables V., VI.) also points this out: "Project leaders in 4-H Club work should be basically teachers of subject matter."

Each county Extension staff may have specific responsibilities which they are willing and anxious to turn over to project leaders. Such a list would obviously not be uniform in all counties. However, scores of responsibilities have been listed and when all such lists have finally been summarized, they tend to be very general. The following is an example of one such summary (7):

1. To help club members carry on 4-H projects productively. This includes helping members to understand:
    a. The purpose of the projects.
    b. What is required in taking a project.
    c. How to select projects.
    d. How to plan their projects.
    e. Best methods and standards for their projects.
    f. How to satisfactorily complete project records.

In the case of the 4-H bicycle project leaders in Blank County, we think they are entitled to have some definite answers when they ask a question related to their role as project leader. The following is a list of specific tasks for them:

1. Thoroughly review U. T. Publication 316, "4-H Club Local Leaders Handbook."
2. Thoroughly review all available bicycle project literature.
3. Find a suitable place for the group to meet.
4. Be willing to meet with the group once each week for 10 consecutive weeks, starting on or about March 15 and ending on or about May 17. These meetings will include:
   a. First week - "Bike Riding is Fun", outline of project and procedures.
   b. Second week - "Types of Bicycles", and uses.
   c. Third week - "Parts of the Bicycle"
   d. Fourth week - "Bicycle Inspection", check adjustments.
   e. Fifth week - "Tire Inspection", sizes, types, sealants, etc.
   f. Sixth week - "Seat and Handlebar Adjustments"
   g. Seventh week - "Signs of Life", safety.
   h. Eighth week - "Rules of the Road", traffic.
   i. Ninth week - "Care of Your Bicycle"
   j. Tenth week - "Have Fun Safely", games and tests of skills.
5. See that meeting plan is made in advance.
6. Work with committee to set up course for "Rodeo", a ride climaxing the project work, scheduled for on or about May 31.
7. Make arrangements for ribbons, trophies, bicycle license, safety stickers.
8. Recruit parents to provide transportation to and from "Rodeo" for your group.

9. Attend "Rodeo".

10. Encourage older members to assume leadership roles.

11. Encourage and help members prepare and give demonstrations.

12. Remind members of their obligations.

13. Encourage all members to participate in "Rodeo".

14. Assist with project records when necessary.

15. Help members plan their own project work.

Even though we have emphasized the "teaching" or executing phase of the program, we must make very clear the fact that it is not our intention to de-emphasize the planning and evaluating areas.

Leadership development is a gradual and continuous process. Therefore, guidance is continuous. Even though the best learning comes through doing, leaders are constantly in need of new ideas and different approaches. At the same time most everyone is always anxious to know how well they are doing. Guidance and encouragement must always be available when needed. Leaders must be given the assurance that help is available when needed. With this relatively close contact with the leader, the agent is in a convenient position to evaluate the performance of the leader.

Motivation must also be continuous if we expect continuous leadership development and work. Quoting Sanders (p.56):

> Motivation of people is a very important function of Extension workers. The initiative and desire for learning must come from the learner. When people see the need for learning or the use of what is to be learned, they make an effort to learn and usually succeed. What people want to do very much, they do, as a rule, unless some other need interferes.

Getting to know a person, their habits and motives will help you know how to best predict their response to your suggested assignments for them (1:294). Dolan and Smith (2:13) list the following motivational techniques to keep leaders working and we plan to use them:

1. Give responsibility to leaders and then let them work.
2. Provide new ideas and teaching tools for leaders.
3. Talk about leaders' work when you are with them and not your own work.
4. Put leaders up front as much as possible.
5. Allow leaders to help plan the program and activities and they will be more likely to want to put the plan into operation.
6. Give challenging jobs to leaders. This encourages leaders to work harder and longer. They may become discouraged if the job is not challenging or if it is too difficult.
7. Give constant appreciation to their work.
8. Appeal to their personal and common want whenever possible.

The recognition of outstanding efforts and accomplishments plus the use of available awards are also contributors of motivation. This will be discussed further in the next phase due to it's importance.

G. Recognition

Just as leadership development is a continuous process, recognition must also be a continuous process. "Probably the greatest psychological desire of man is the craving for appreciation" (1:327). Again, quoting Sanders (p.327):

> The need for recognition may be the most important motivating force in obtaining and keeping active Extension lay leaders. An over-abundance of public recognition can result in the lay leader's rejection by his group. For many lay leaders, a word of appreciation or a friendly pat on the back is all the recognition they seem to want. For others, this is not enough. The problem for the Extension worker is how to recognize the degree and type of need.

Three recognition principles of successful 4-H Club work are (4:Tables VII, VIII): 1) Leaders, parents, and sponsors should be recognized in addition to members; 2) Special recognition should be provided for first-year members and leaders; 3) Wide recognition (publicity) of outstanding members, leaders and sponsors should be made through mass media.

Sanders lists some techniques for recognizing leaders (p.327):

1. Annual recognition banquet or testimonial dinner.
2. Letters of appreciation.
3. Certificates of Service.
4. Plaques or other awards.
5. Mention of names in newspaper articles, radio, television, magazines.
6. Membership cards.
7. Trips
8. Seeking of advice
9. Encouragement of appreciation from friends and associates.
10. A personal "thank you".

We plan to use the following:

1. A personal "thank you".
2. Encourage members to write letters of appreciation.

3. Mention of names in newspaper articles, radio, and television.

4. Recognition at annual achievement luncheon.

Again, just as leadership development is a continuous process, recognition must also be a continuous process.

H. Evaluation

The process of assessing the degree to which a group is achieving its goals constitutes the heart of evaluation, according to Beal, Bohlen and Raudabaugh (3:165). Alexander describes evaluation further by stating that the major purpose of evaluation is to ascertain the effects of teaching under given conditions on the knowledge, attitudes and behavior of those being taught in order to provide a basis for improving, justifying or discontinuing a teaching activity.

Other benefits realized from evaluation are:

1. Clarification of objectives
2. Planning instruction on basis of needs
3. Motivating learning
4. Providing guidance
5. Development of leaders (2:206)

Dolan specifically tells us that in the 4-H leadership development process, evaluation means analyzing leader performance and results at all times (5:15).

There are all levels of evaluation ranging from subjective to objective on a continuum. Twelve levels have been defined by Alexander beginning with the most subjective method, unorganized observation, to the most

structured research using control groups, as the most objective method (2:209).

Evaluation should be planned for the particular needs of the situation, in this study, the bicycle project group leader. It should call attention to group weaknesses as well as strengths (3:342-343).

In the Extension Program Development Cycle, it is noted that evaluation should be applied to all stages of planning and execution in annual planning and long-range planning. This concept should be applied to all extension endeavors.

The Program Development Cycle could be applied to the development of bicycle project leader development in the following manner:

1. Beginning benchmarks - situational statements for both leader potential and member achievement potential
2. Periodic progress checks - may include reports form leaders on member enrollment, pre-tests of knowledge and skills, post-tests to measure progress made, evaluation of member records, reports from leaders on accomplishments, scores of bicycle skills from local and county events
3. Re-survey the situation at the climax of the project group meetings and county events to serve as a benchmark for the beginning of a new year and guide for revising, improving or discontinuing activity (12:3).

This type of evaluation would be continuous in each stage of leadership development. Dolan refers to the evaluation process as being a

"chain-reaction" (5:15). If there are weak links in identification, selection, orientation, training, utilization, recognition or evaluation they could be discovered and repaired.

The evaluation process may be used by professional and voluntary leaders. It is useful to the professional in developing the total leadership program. Voluntary leaders may use it to measure their accomplishments with the group, the individual achievements of the members, the development of the junior leaders, in short, to determine if it was all worth the effort expended.

Alexander points out that evaluation is most effective if the people involved with the efforts can see both the strengths and weaknesses, they will be more likely to accept suggestions for improving and revising and realizing the worth of their efforts (2:206).

Dolan summarizes that agents and voluntary leaders may use the process (1) as a self-analysis instrument, (2) to determine areas of strength, (3) to determine areas that need attention and (4) as a guide for developing leadership (5:15).

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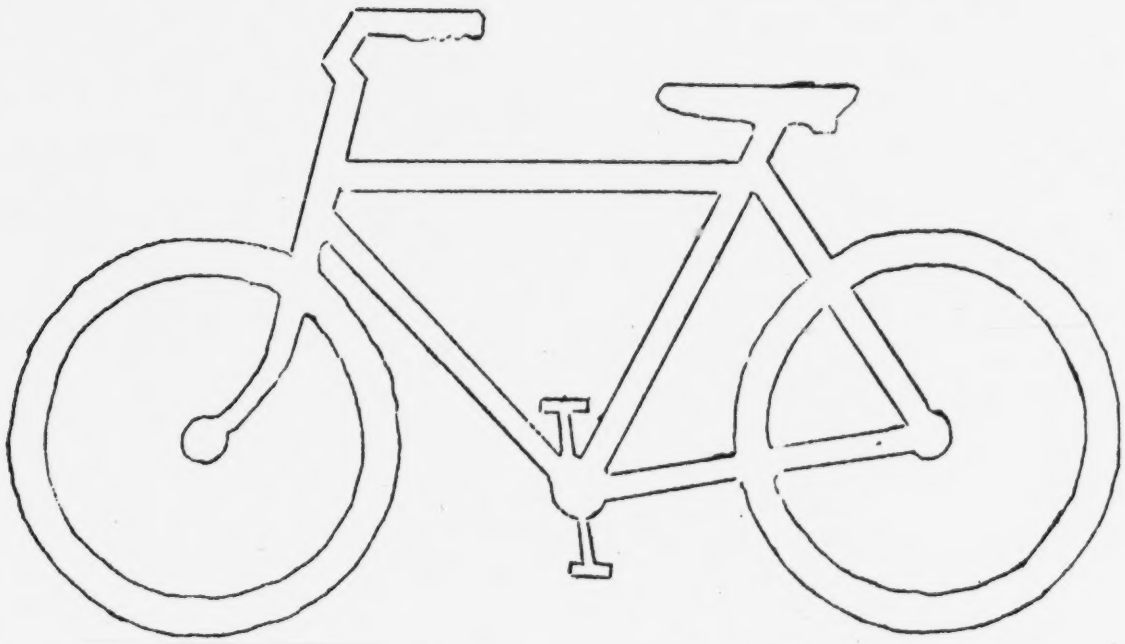
UNIT I



BICYCLE PROJECT

BIKE RIDING IS FUN

Bicycling is "fun on wheels" for people of all ages. You can start as soon as you can reach the pedals of the smallest bike and learn to balance yourself.

Bike riding is good exercise, too. It gets you out in the fresh air. It helps build strong arms and legs.

Your bicycle is fast transportation. It gets you to where you want to go and back quicker and easier than walking. You can ride your bike to school, to the store, to the park or swimming pool. You can even take trips on your bike around town or across country. You can also play games on your bicycle.

But you have responsibilities, too. This means you must know how to ride correctly, follow safety rules, obey traffic laws, take care of your bicycle, and respect the rights of others.

The 4-H Bicycle Program is designed to help you make the best use of your bicycle. You will learn how to ride it properly and safety, how to keep it in tip-top condition, and how to have the most fun with it. Your reward will be more pleasure from your bike, more confidence in your riding ability and an official 4-H Participation Certificate.

GET TO KNOW YOUR BIKE

There are three basic styles of modern bicycles. The first is the typical middleweight. It has a curved-bar frame, heavy wheels, and wide, soft tires. Built for durability, it is comfortable for boys and girls because of its low riding position.

A second style is the lightweight or racing bike. It takes little effort to ride and is capable of high speed. It has narrow, high-pressure tires. They are designed for speed rather than a soft ride. This bike is usually preferred for sports and touring.

A third style of bicycle, the "hi-riser", is designed mainly for fun. Its compact size makes it highly maneuverable. This bike is most popular for neighborhood trips and fun riding.

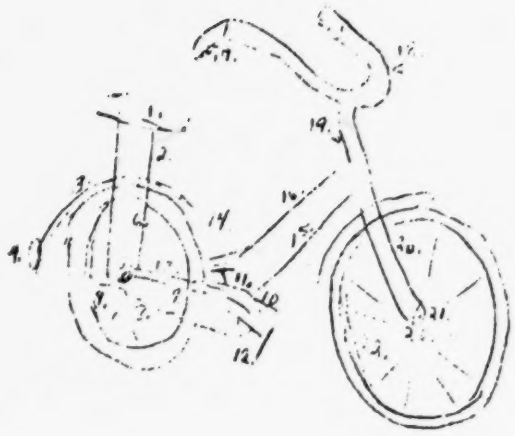
Which style of bicycle do you have? Since you need a bicycle for this project, you probably already own one. But if you don't, you may want to consider the different points about each style before obtaining one.

Now study your bicycle. How many different parts can you identify? You probably already know the seat or saddle, handlebars, pedals, chain, horn, reflector, stand, front and read mud guards or fenders, and spokes.

The frame has several parts. Can you name them? How about the rear wheel sprocket, front hub, crank, wheel rims?

Bicycle Parts

1. saddle (seat)
2. seat post clamp
3. fender
4. reflector
5. rear sprocket and frame assembly
6. rear frame stays
7. rear frame fork
8. chain
9. rear wheel rim
10. stand
11. crank
12. pedal
13. chain guard
14. frame post
15. lower bar
16. top bar
17. handlebar grip
18. handlebar
19. handlebar post
20. front fork
21. front axle
22. front wheel rim
23. front axle nut



Inspect the condition of your bicycle. Take hold of the front wheel with one hand and the end of the handlebars with the other hand. Pull and twist on the handlebars. Is the post tight?

Stand over your bicycle frame and grasp the handlebars. Can you turn them up or down? Is there any looseness where the front fork goes through the frame?

Also check for looseness in the front-wheel hub, crank assembly, chain, rear wheel cones, and pedals. Are the valve stems straight?

Sit on the saddle in riding position and place the ball of one foot on the pedal farthest away from you. Is your leg straight at the knee or slightly bent?

Are any spokes broken on either wheel? How often do you oil your bike? How about the chain?

Turn your bicycle over and stand it on the seat and handlebars. Spin the front wheel. Does it wobble? Does the tire touch the frame? Try the back wheel.

If any of these parts are loose, broken or out of adjustment, ask your parent, leader, or bicycle serviceman to fix it for you. Later you will want to learn how to take care of many of these things yourself.

Find the serial number. It's either under the crank hanger from which the pedals extend or on the toe-plate which extends from the bike's rear hub. Copy it down and file it in a safe place for identification purposes in case your bike is lost or stolen.

Check the air pressure in your tires. You will need a gauge. You can borrow one at a local service station, or the attendant will check your tires for you if you ask him politely.

Correct air pressure is important for a comfortable, safe ride and to make your ties last longer. Check your ties once a week. Be sure they have good tread and not cuts or breaks in the sidewalls.

Tires come in different sizes, too. Make a trip to your bicycle or tire dealer's shop. Ask him about different sizes and what they are used for. Also find out about liquid sealants.

BE SURE YOUR BIKE FITS YOU

You will enjoy your bicycle more if it fits properly. First, of course, it must be the right size. If it is too large or too small, it will be hard to control. You may get tired more quickly and feel cramped and uncomfortable when you ride.

You can solve some of these problems by adjusting the seat and handlebars. To change the seat, first loosen the nut on the seat-post bolt. Your toes should touch the ground when you sit on the seat. The seat should be far enough forward so that your hip joint is nearly over the pedals in their highest or lowest position. Tighten all nuts securely to make the seat stay where you want it.

Handlebars should be long enough to allow you to sit comfortable. They should pass over your leg when your foot is on a pedal in its highest position. Grips should be tight so that they will not slip.

Check your brakes to be sure you can stop. On clean, dry level pavement, you should be able to make the wheel skid when you put on the brake. You never know when you will need that braking power!

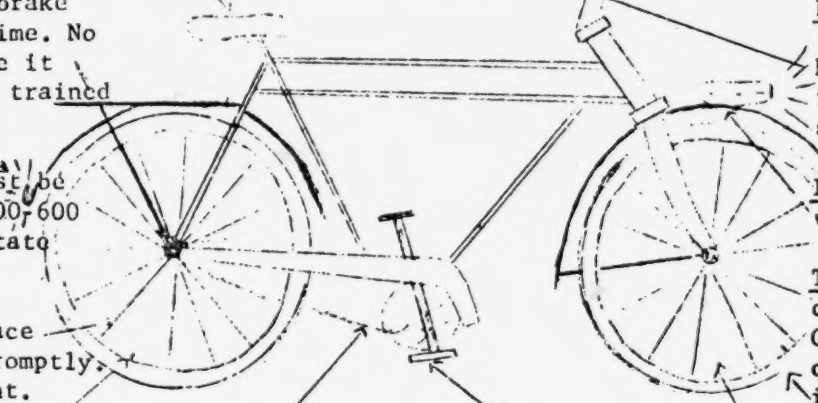
The chain makes your bike go forward when you push the pedals. For smooth riding, it must be adjusted to allow about ½ inch of slack.

To check the chain, stand a yardstick or ruler next to it with one end on the ground. Push the chain down and note its position on the ruler. Now push it up and check again.

If there is too much or not enough slack, loosen the rear wheel nuts, move the wheel forward or backward as much as necessary, then tighten the nut. Recheck the chain slack. Clean and oil the chain frequently and have broken links replaced. Three-, five-, and 10-speed bikes require special adjustments by qualified servicemen.

The pedals on your bike should turn easily without wobbling. They should have rubber pads or bars to keep your feet from slipping off.

To get rid of play or drag, you may also need to adjust the front or rear wheel cones, crank cone, or head cone. Ask your leader, parent, or bicycle serviceman to help you. Later you will want to learn how to make these adjustments yourself.



SADDLE: Adjust height so leg bends only slightly with ball of foot on pedal at bottom of stroke. Tighten securely.

COASTER BRAKE, HAND BRAKES: Must brake evenly everytime. No slippage. Have it adjusted be a trained serviceman.

REFLECTOR: Must be visible for 100-600 feet and be state approved.

SPOKES: Replace broken ones promptly. Keep them tight.

TIRE VALVE: Inspect for leaks and straightness.

CHAIN: Check for damaged links and snug (but not too tight) fit. Clean frequently and lubricate with light oil.

HANDLE GRIPS: Replace worn grips. Make sure they fit snugly.

BELL OR HORN: Be sure it works properly.

HANDLE BARS: Adjust for your comfort. Keep stem well down in fork. Tighten securely.

LIGHT: Must be visible for 500 feet.

TIRES: Inflate to correct pressure. Check tires frequently. Remove imbedded glass, cinders, etc. Don't ride on worn out tires.

WHEELS: Tighten wheel nuts.

PEDAL Tighten pedal spindles. Replace worn out pedals.

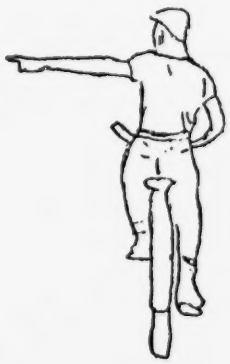
FOLLOW THE RULES

Remember, your bicycle is a vehicle. That means you must treat it like Dad does his automobile. You must learn the rules of safe riding and obey them. Your safety and that of other people depends on your obedience to traffic laws.

LEARN HOW TO SIGNAL PROPERLY

RIGHT TURN

SLOWING OR STOPPING



LEFT TURN

(Some states do not classify bicycles as vehicles, although they do require bike riders to obey motor vehicle laws if they apply.)

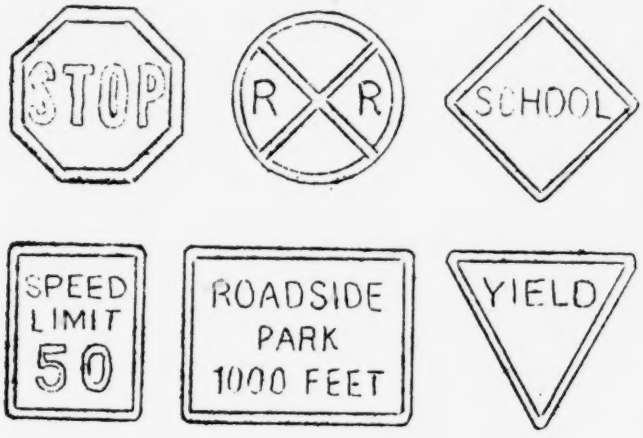
Study your state bicycle laws and your local bike ordinances. Copies can be obtained from your State Department of Public Safety and your town hall or police department. Usually, they will require a front white light and a red rear reflector on bicycles ridden at night. The front white light must be visible from at least 500 feet away, and the red reflector must be visible from 100 to 600 feet to the rear. If you ride much at night, a red light on the rear gives added protection for you and a warning to approaching motorists. (Some states require a red rear light).

Sirens and whistles are not permitted on bikes, but you should have a loud bell or horn that can be heard 100 feet away.

Most states require that you ride with traffic on the right-hand side of the road or street, as close as practical to the edge or curb. You can pull out to overtake and pass another bike, parked car or moving vehicle, but you should look behind you to be sure the path is clear.

You must signal before turning right or left or stopping. Use the approved hand and arm signals. When crossing a sidewalk, yield the right-of-way to pedestrians. The same goes for roadways. Let other vehicles pass before entering.

SIGNS OF LIFE



You are expected to know and observe all traffic signs and signals. That means you must stop for stop signs and red lights just ike and automobile. You also must observe slow, caution and yield signs, as well as special signals such as those at railroad crossings.

Even though you can't ride as fast an an automobile, you can speed too fast for conditions such as busy streets or wet pavement. Never ride in the center of the street.

Here are some other "rules of the road" for bike riders: Carry only one rider per seat. Keep both hands on the handlebars except when signaling. Ride in single file. Never "hook on" to a moving vehicle. Use a carrier or basket for packages. Watch traffic behind you as well as ahead. Wear white or light-colored clothing when riding at night. Do not park your bike on the sidewalk or where people or motor vehicles may run into it; use a rack or kick stand. Stop for cross traffic. Walk your bike across heavy traffic areas.

HAVE FUN SAFELY

Rules and traffic laws will help you have fun on your bicycle. When everyone obeys them, traffic moves smoothly and no one gets hurt.

There are many tests of skill and games you can play on your bike. One is the Figure 8 test in which you ride around a double-lane course laid out like an "8" without touching the edges.

Check your riding skill with the balance test, riding through a narrow lane without touching the sides. Have a contest on signaling, mounting or dismounting. See how small a circle you can turn around in: try it the other way. Make a sudden turn and quick stop in a limited area.

Another test of skill is to set up an obstacle course of eight cans placed in line eight feet apart. After the last can, mark off 16 feet and then a five-foot chute, 12 inches wide. Begin on one side of the first can and ride at a steady speed through the course, weaving inside and out around the cans alternately. You must wind up in the chute within 12 inches of the stop line without touching the cans or sides of the chute.

Try a different test or game at every meeting. It will be fun and will help improve your skill as a bike rider. See if you can invent a new game of you own.

TAKE CARE OF YOUR BIKE

Remember, if you take care of your bike, it will take care of you. You have already learned about adjusting and riding your bike properly, checking tires, parking and following the rules.

You should have a lock for your bike and use it when ever you park it away from home. The most common lock fits around the rear frame fork and locks with a key or dial combination. It prevents anyone from riding your bike, but it doesn't stop someone from carrying your bike away.

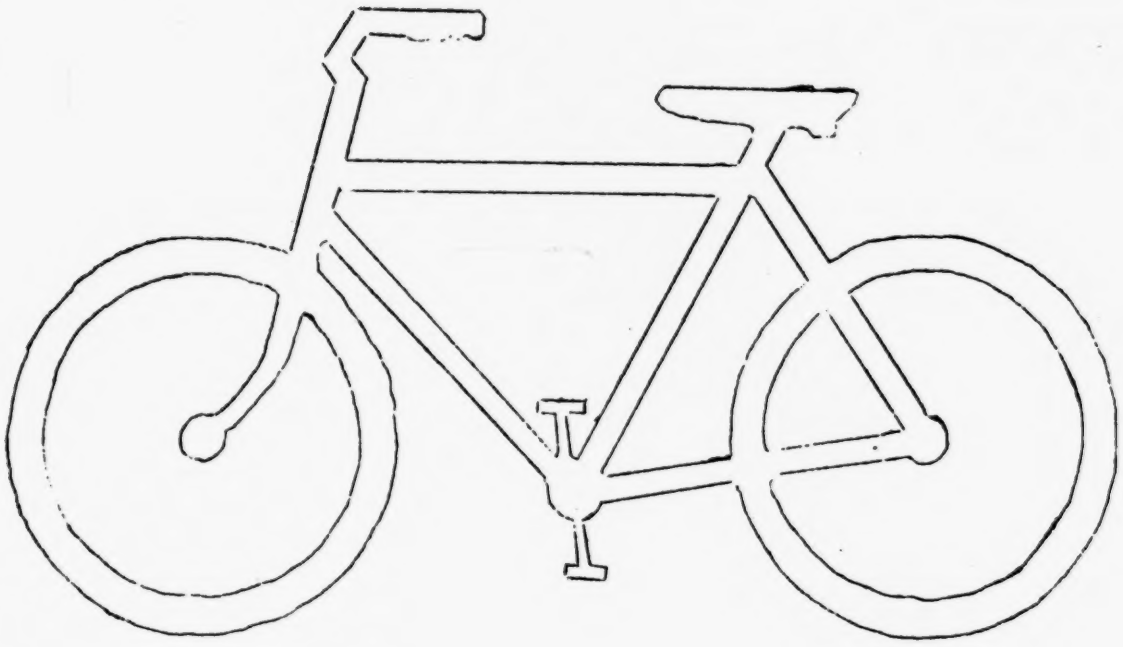
You need a strong chain fastened to a solid rack or other firm support to guard against that kind of thing. But even the best locks and chains can't protect your bike if you leave it in a driveway, the street, or in out-of-the-way places where it can be easily stolen.

Washing and waxing will keep your bike looking good. You will take more pride in riding it. Your friends will admire it and they will think better of you. Good care will prove that your bike is important to you.

ACKNOWLEDGMENT

This educational material was prepared for 4-H use by the National 4-H Bicycle Committee composed of representatives of the Cooperative Extension Service, the National 4-H Service Committee and the Goodyear Tire & Rubber Company, national donor.

UNIT II



BICYCLE PROJECT

BICYCLE PROJECT
UNIT II

KEEP YOUR BIKE IN GOOD CONDITION

Before beginning Unit II, review what you have learned about Your Bicycle and You in Unit I. Check your knowledge and understanding of the three main types of bikes: parts of the bicycle: how to adjust the seat, handlebars, and chains; how to care for your bike -- tire inflation, oiling, cleaning, waxing; rules of good riding and traffic safety, and how to protect your bike against loss or theft.

Above all, you should have a feeling of confidence in your riding ability and your bicycle. You should be able to have fun on your bike safely.

Even the best machine, however, needs adjusting or fixing now and then. Your bicycle is no exception. No matter how much attention you give it, your bike will need repairs or major adjustments at some time.

Visit you local bike shop. Ask the serviceman to explain the adjustments and repairs he is best equipped to make. These include adjusting brakes, cleaning bearings, and properly aligning wheels for safe operation and least tire wear. You can replace broken spokes yourself, but it is often better to let him do that,too.

If your bike needs repairs or major adjustments, watch him perform them. It will help you understand how your bicycle is constructed. You will receive valuable pointers on how to keep it running smoothly.

Even if your bike seems to be in perfect condition, it's a good idea to have a general check-up every six months. Ask your bike serviceman about it.

ADJUSTMENTS AND REPAIRS YOU CAN MAKE

Does your bike still fit you? Check the seat and handlebars to be sure they are adjusted correctly. Chances are you have grown in the last year and that some adjustments are in order. You will enjoy a more comfoftable ride if the seat and handlebars are right for you. You will be safer, too.

You can't always have a bike shop handy. There will be times when you will need to make emergency repairs yourself. You may be on a trip away from town. Or you may be unable to get help.

Learn how to patch a tire. Punctures are normal hazards of bike riding. Even though you stay out of junk-filled alleys and keep away from areas of broken glass or new home construction, you can pick up loose nails or stray pieces of glass anywhere.

Buy a tire patching kit and carry it with you, especially when you are far from home. A bicycle pump is a valuable accessory on hikes and other long trips.

Check Chain Condition

If your bicycle chain shows signs of wear or any links are broken, it should be replaced. You can do it yourself if your bike is a single-speed, two-speed, or three-speed model equipped with a coaster brake. Ask your serviceman to replace the chain if your bike is a five-speed or ten-speed model. The chain on these models does not contain a connector link and replacement involves the use of a special chain tool.

To remove the chain for cleaning or replacing on a model other than a five-speed or ten-speed, turn your bike upside down. Find the chain connector link. Holding the chain with both hands, press your thumbs on both sides of the connector link to spring the chain toward the connector-link bar and loosen it. Pry off the link with a screwdriver and remove the chain.

Be sure the new chain is the same size and length. Have the serviceman check the new chain against the old one. Place it on the sprocket and insert the connector-link pins through the chain so that the bar will attach to the outside edge. Press the bar onto the pins. It snaps in place.

Loosen the rear wheel nuts and slide the wheel backward or forward to adjust the chain tension. Measure with a ruler or yardstick. There should be 3/8 to 1/2 inch slack in the middle. Hold wheel at proper tension point, center it in both rear frame members and tighten the wheel nuts. Recheck chain tension.

If the bicycle is a three-speed model, it may be necessary to reset the three-speed control cable adjustment.

To clean an old chain, remove it as above, soak in kerosene and scrub with hands or stiff brush to remove dirt and grease. Wipe dry, dip in light machine oil and work each joint until it moves freely. Replace and adjust as above, then rub graphite lubricant onto the chain rollers.

Keep Wheels and Spokes Aligned

For safe riding, the wheels on your bike must be in correct alignment. All spokes must be in place and tight. Although you can replace broken spokes yourself, it's a good idea to let your bicycle serviceman check your wheel alignment and make any necessary adjustments whenever a spoke is replaced. Improperly tightened spokes can cause bumps and wiggles in the wheel.

Rough riding, particularly over gravel roads or bumpy streets, is likely to cause your bike wheels to get out of alignment. Even normal riding under the best conditions can eventually result in wobbly wheels or faulty wheel alignment.

Tire Care Is Important

The tires on your bicycle are every bit as important as the wheels. Proper inflation means not only a safer and more comfortable ride, it also increases the life of your tires.

Too much pressure will increase wear on the center of the tire tread. It may cause your bike to skid sideways, especially if you are riding on cinders or gravel.

Too little pressure means soft tires and can cause rapid, uneven wear. When you take a sharp curve, underinflated tires can fold over and pinch the tube, causing a blowout. A low tire may also slip on the rim and cut the tube valve. This means a loss of pressure and a flat tire.

Check your bike manual or ask your tire dealer about the correct pressure for your tires. On some tires, the correct pressure is listed on the side of the tire.

Since tires and tubes "grow" a little with age and wear, it's a good idea to replace the tube whenever you replace a tire. Otherwise, the new tire may pinch the old tube.

To make your tires last longer, do not ride over deep chuckholes or jump curbs. Don't skid tires unnecessarily.

Accessories For More Fun

Your bicycle may have come equipped with certain accessories such as lights, rear reflector, a horn or bell. But there are many other accessories available to make riding more fun.

Visit your local bicycle shop and tire dealer. Look around. You will see many types of lights, horns, bells, special purpose and mod-colored tires, special seats and seat covers, tire pumps, various kinds of chrome trim, baskets, locks, speedometers, rear view mirrors, and other decorative accessories.

Accessories can help you individualize your bicycle. You will enjoy planning how to make your bike different from your friends.

Bearing Cone Adjustments

An important part of bicycle ownership is keeping the bearing cones of your bike in good adjustment. Not only is it easier and more fun to ride, but a well adjusted bike is safer, too.

There are four places on your bike that contain bearings that may require adjustment. They are the head, front wheel, crank and rear wheel.

You should know how to inspect for "drag" and "play". Drag is unnecessary rubbing or binding that keeps a part from moving smoothly or easily. Play is too much looseness, often characterized by wobbling. Both are bad for your bike and interfere with easy riding.

With proper tools and a little instruction, you can adjust most of the bearing cones of your bike yourself.

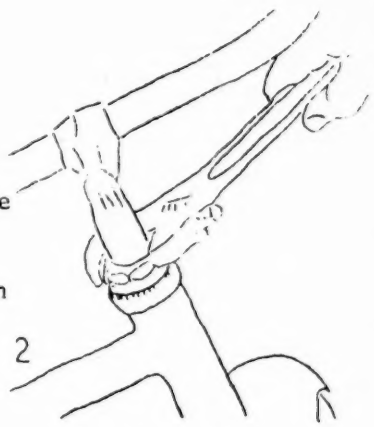
Adjusting Head Bearing Cones

1. With a large adjustable wrench, loosen the large lock nut at the bicycle head where the handlebar stem goes through the frame.
2. Tighten or loosen the adjusting cone located under the lock nut so that the fork swings without drag or play. The adjusting cone either looks like a washer with small ridges on it or there are small notches for a screwdriver blade. Use your fingers (Fig. 1) or a screwdriver to turn it around.
3. Tighten the lock nut against the adjusting cone with a large wrench (Fig. 2).
4. Swing the fork to check adjustment.

1

Adjusting Front Wheel Bearing Cones

1. With a thin open-end wrench, loosen the wheel nut on one end of the axle (Fig. 3).
2. Tighten or loosen the adjusting cone so that the wheel spins without drag or play. Hold the wheel with one hand. Back adjusting cone off one-quarter turn to allow slack for take up when the wheel nut is tightened.
3. Tighten wheel nut. Be sure the other wheel nut on the other side is also tight.
4. Spin the wheel to check adjustment.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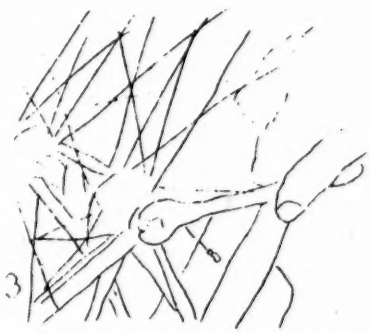
Adjusting Pedal Crank Bearing Cones

1. With a large adjustable wrench, loosen the large lock nut where the pedal crank goes through the frame. It may be threaded either right or left. Be sure to turn the correct direction to loosen.
2. Tighten or loosen the adjusting cone located under the lock nut so that the crank spins without drag or play. To do this, place a screwdriver in the notch on the edge or face of the cone (Fig. 4) and turn the cone.
3. Tighten the lock nut against the adjusting cone with a large wrench (Fig. 5).
4. Spin the crank to check adjustment. Be sure there is a washer under the lock nut.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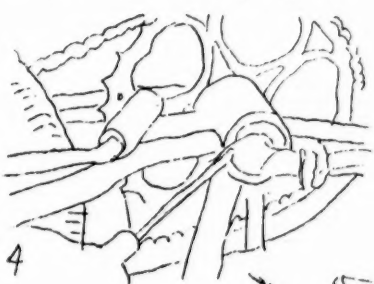
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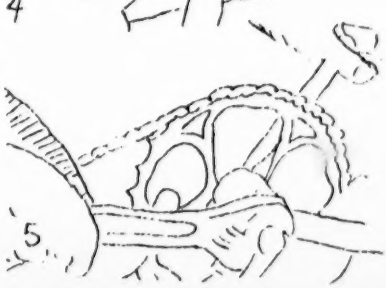
Rear Wheel Bearing Cones

If you find that the rear wheel spins with drag or play, take your bike to a bicycle serviceman to have the bearing cones adjusted. He has the right tools and knows how to do the job properly.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Keep Gears Operating Properly

If you bicycle is equipped with three-speed, five-speed or ten-speed gears, the control cable connecting the shifting levers with the hub or derailleur must be kept in proper adjustment. Also, the limit adjustments on the derailleur must be set properly.

If you find that the gears are not operating properly, take your bike to a serviceman. He has the right tools and knows how to make the necessary adjustments.

Adjusting Coaster and Hand Brakes

Brakes and gear-shifting mechanisms are the most critical areas of bicycle maintenance. You should not attempt to adjust either unless you are thoroughly qualified to do so. Most young riders should take their bikes to trained servicemen for gear-shifting or brake adjustments.

There are two main types of coaster brakes, American and foreign, and several modifications of each. American style coaster brakes are always adjusted from the sprocket side. Foreign-style brakes are adjusted from the opposite side.

Coaster brakes normally need little attention. The moving parts in the brake are rugged and will last a long time with reasonable care. If your brake starts to slip or fails to stop you effectively, take your bike to your serviceman immediately. He can take it apart, clean, adjust, repair, and put it back together safely.

Consult your bike owner's manual for instructions on how to adjust hand-operated caliper brakes. First, it is important for you to keep the sides of the wheel rim that contact the brake shoes clean and free of dirt, lubricants, and wax. You can also adjust the control cables if you know how.

There are three main components of hand-operated caliper brakes; the caliper assembly with brake shoes, hand lever, and control cable. The cable connects the caliper assembly to the hand lever. It is adjusted by changing the position of the adjusting barrel in the caliper arm.

The first step is to loosen the adjusting barrel locknut and turn barrel counter-clockwise out of caliper arm until brake shoes are about 1/8 inch from wheel rim. However, if adjusting barrel is unscrewed all the way before adjustment can be made, screw it back again and loosen cable anchor bolt nut. Then, hold brake shoes about 1/8 inch from wheel rim, pull cable through anchor bolt, hold taut, and tighten cable anchor bolt nut.

You can do this until lugs on brake shoe contact surface have been worn off and are no longer visible. Then you will have to replace brake shoes and readjust cable.

Check all bolts and nuts of caliper and hand lever assemblies periodically to be sure they are securely tightened.

Hand-operated caliper brakes on derailleur-equipped bikes are of three different types. All have the same basic components, however, and are adjusted in the same manner.

Plan a Hazard Hunt

As a bike rider, you can help your community identify and get rid of dangerous hazards to safe cycling. Many of these same hazards may endanger motorist.

With the help of your leader and local police officers, make a list of potential hazards to safe bike riding. Here are a few examples: broken pavement; chuckholes; bushes or trees growing too close to a corner; busy street intersections without "Stop" or other warning signs; a "hidden" driveway; broken glass, nails or other debris in the street; no street lights or broken lights; slick pavement that might be dangerous when wet.

With your club, plan a hazard hunt in your neighborhood or community. Take your checklist with you. Note potential hazards. See how many each member can identify.

Report hazards to proper local authorities or the persons concerned. Getting rid of major hazards may require official action. Often, though, you will find that a friendly reminder from you as a 4-H member will accomplish wonders. No thoughtful person wants to be responsible for accidents.

Just as maintaining your bike in good running order means more enjoyment for you, maintaining the streets and riding areas of your community contributes to the safety and pleasure of all. For all bike riders, it spells more "fun on wheels".

ACKNOWLEDGEMENT

This educational material was prepared for 4-H use by the National 4-H Bicycle Committee composed of representative of the Cooperative Extension Service, National 4-H Service Committee, National Safety Council, Bicycle Institute of America and The Goodyear Tire & Rubber Company, national donor.

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RUTHERFORD COUNTY
BICYCLE RECORD SHEET

Name _____

Address _____

Age _____ Phone Number _____

Club _____

My bicycle is a Middleweight _____ (check ✓)
Lightweight _____
Racing _____
Hi-Riser _____

How Many Parts Can You Identify?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
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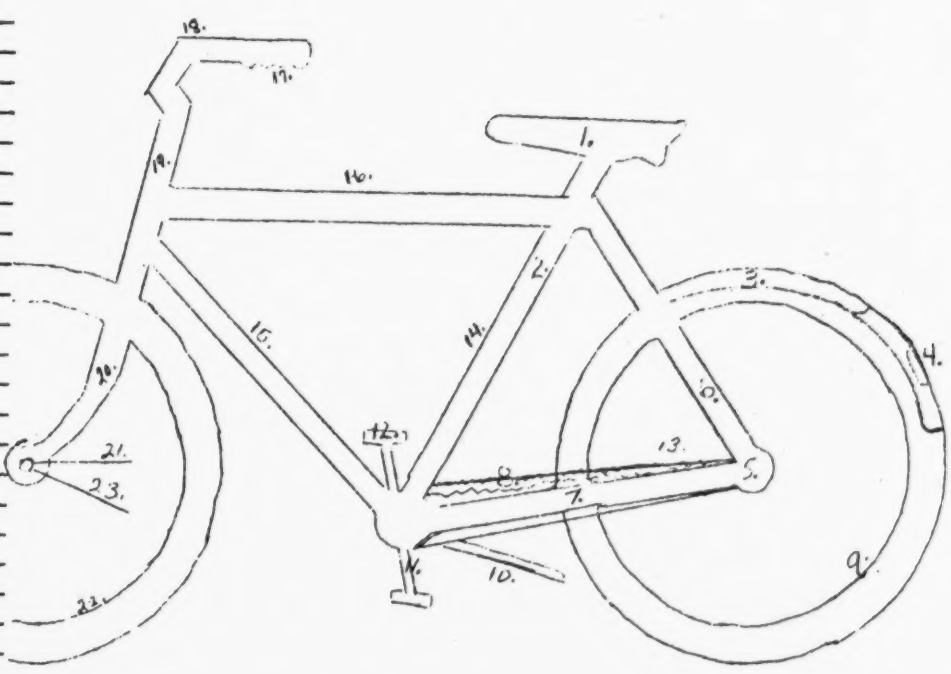

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BICYCLE INSPECTION AND ADJUSTMENT RECORD

Record date of inspection and any adjustment made if after inspection.
(Example: height of saddle, increase or decrease tire pressure)

Date of Inspection	Adjustments

REPAIR COST

(Record any purchases for bicycle. Example: new tires, chains, etc.)

Date of Purchase	Item Purchased	Cost	
		Dollars	Cents
	TOTAL		

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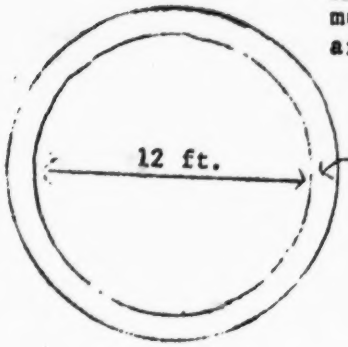
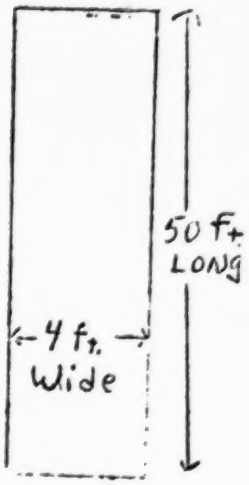
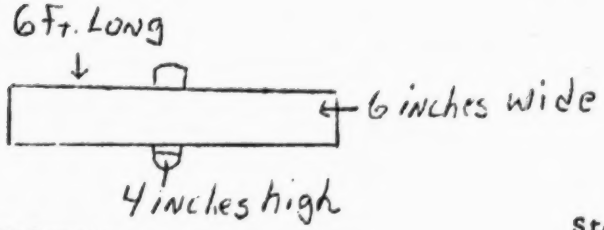
RIDING SKILL TEST

Circle Riding - (2 times around) Cyclist must stay within the path while riding around at a comfortable speed



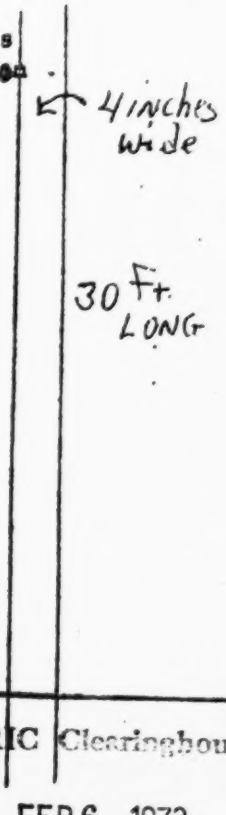
Balancing at slow speed - Each cyclist rides at the slowest possible speed while keeping inside the lane lines

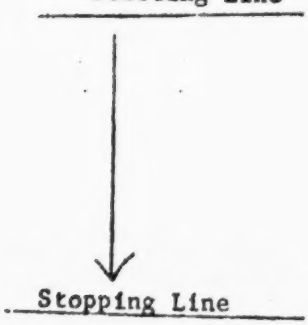




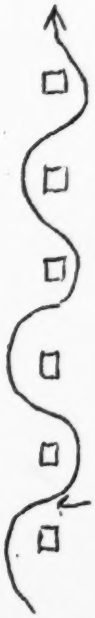
Balancing - Cyclist rides across board

Steering - Each cyclist rides at a comfortable speed between parallel lines without disturbing lane lines





Braking - Stop as close to line as possible without going over.



Maneuvering - Cyclist rides at a comfortable speed weaving to pass on alternate sides of the markers

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